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SUBJECT SELECTION HANDBOOK

YEAR 10 | 2026

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CONTENTS

YEAR 10 SUBJECT SELECTION

At Townsville Grammar School, Year 10 is placed within our senior Schooling Curriculum Framework.

Year 10 represents a transition year where students are given the opportunity to select subjects they wish to study. The subject choice offerings are designed to cater more specifically to student interest and learning aptitudes and lead into the two courses of

Senior Studies offered: the Queensland Certificate of Education (QCE) and the International Baccalaureate Diploma Programme (IB).

Core: In Year 10, all students will study three (3) core subjects, English, Mathematics and at least one of Natural Sciences and/or Physical Sciences. Each course will prepare students for the QCAA and IB programs.

Electives: Students select three (3) electives from the list below.

- Applied Technology
- Business Studies
- Dance
- Design Technology
- Digital Technologies
- Drama
- French
- Geography
- History
- ^Hospitality
- Japanese
- * Literacy Support
- Music
- # Natural Sciences
- Philosophy
- Physical Education
- # Physical Sciences
- Visual Art

*** By invitation only**

 # For students who choose to do both Sciences, one will count as an elective

^ For students who are taking an alternate pathway (Not IB or ATAR)

Students are advised to select elective options based on their areas of interest and aptitude. The electives should not necessarily be considered pre-requisites for the study of these subjects in Years 11 and 12. A student can move, for example, from Year 10 into the Year 11 Accounting course without having studied Business Studies in Year 10. Students who have studied some subjects in Year 10 and elect to continue studying the subject in Year 11 do have an advantage. In the Modern Languages, this translates into a very real advantage. Therefore, while the School will not specify certain subjects as pre-requisite (see information about Mathematics below), it is important to take a longer-term view and select subjects that reflect interests and aptitude. In the case of Mathematics, students who have completed Core Maths in Year 9, must enrol in General Mathematics for Year 10.

Students are required to indicate four (4) elective preferences (1 being most desirable). The School will endeavour to give students their first three (3) preferences, however, in some instances it may be necessary to look to the fourth preference.

Curriculum Leaders are happy to discuss their subjects in depth with students and parents. They can be contacted at the School.

The Careers Advisor, Mrs Rachel Harte, can be contacted should you wish to discuss issues related to subject choices, and necessary pre- requisite subjects for university.

If you wish to discuss issues related to the IB Programme in Year 11 and 12, please contact the International Baccalaureate Co-Ordinator, Mr Bruce McNalty.

Amy Byrnes
Director of Curriculum

CORE SUBJECTS

GUIDELINES FOR CORE SUBJECTS

ENGLISH

The aim of the English course is to promote the linguistic maturity of students by developing their capacity to use language appropriately and effectively in a variety of situations, and by developing their appreciation of language and its use. This includes dealing explicitly with 'the basics' such as grammar, spelling and punctuation, while also engaging students with a range of texts to develop their analytical, persuasive, imaginative and critical thinkings skills.

The Year 10 course is constructed to provide two frameworks for studies in Senior English that best cater for students' needs.

- **English** – suitable for all students
- **English Extension** – an extension course that extends able students in preparation for IB Language and Literature and advanced QCAA English courses. It is aimed at students who are achieving at least a HA+ in Year 9 English

COURSE OUTLINE

1. ENGLISH

The subject is aligned with the Australian Curriculum and influenced by QCAA General English Senior Syllabus.

In the teaching of English, we aim to develop speaking, listening, reading, creating, writing and viewing by involving students in situations where these skills and processes are used. We encourage students to practise and reflect on the processes involved in each of these learning activities. The central focus is the development of students' ability to comprehend and compose a range of texts for a range of purposes and audiences. We seek to foster a culture of reading and writing with a fundamental emphasis on the control and refinement of the skills and processes of effective communication, to best prepare students for senior studies.

Because the study of English is concerned with language in all its forms, a wide range of written, spoken and audio-visual texts are studied in the English classroom.

Students in Year 10 are required to purchase their own copies of some texts.

AN OVERVIEW OF THE ENGLISH COURSE:

Analytical Study:	Analysis of a play and its film transformation to explore representations constructed in a text and its adaptation.
Campaign Study:	Critical exploration of persuasive techniques used in campaigns in order to create a campaign speech of their own.
Australian Literature Study:	Analysis of the novel conventions in an Australian text to explore representations constructed and inspire analytical and creative responses.

SET TEXTS

Students are required to purchase the following:

- A good quality dictionary and thesaurus
- The Dry by Jane Harper

2. ENGLISH EXTENSION

The subject is aligned with the Australian National Curriculum and is influenced by both the IB Language and Literature, and the QCAA Literature and General English syllabi.

The English Extension course aims to encourage in students an ability to analyse and appreciate literature, to enhance the language skills of academically orientated students and to prepare students for successful study in QCAA or IB Language and Literature in Year 11 and 12. The focus of this course is the development of the ability to analyse texts in detail and the writing of imaginative texts. We seek to nurture a love of literature and the ways in which literary texts explore and enrich human experiences.

Students will be studying set texts in the areas of poetry, prose, and plays. They will be analysing alternative texts to those studied in the Year 10 English course. The type and conditions of the assessment will be increasingly complex; consequently, students will be extended beyond those in a Year 10 English course.

Due to the academic nature and rigour of the program, a certain level of language skills is assumed, but naturally continued development will be explicitly pursued throughout the course.

AN OVERVIEW OF THE ENGLISH EXTENSION COURSE:

Analytical Study:	Analysis of a play to explore representations of concepts constructed in literary texts.
Media Study:	Critical analysis of film texts that fictionalise true events in order to create a persuasive speech regarding the ethics of texts 'Based on a true story'.
Literature Study	Literary analysis of a text to explore stylistic choices and representations of character, concept, setting and context, in order to write an analytical exposition.
Translation Study:	Exploration of the aesthetic and stylistic devices used for purpose in a translated literary text in order to inspire an imaginative written.

SET TEXTS

Students are required to purchase the following:

- The Tempest by William Shakespeare
- Dr Jekyll and Mr Hyde by Robert Louis Stevenson
- If Cats Disappeared from the World by Genki Kawamura

ASSESSMENT OUTLINE

Assessment in English is continuous. The student folios will contain both written and spoken tasks.

Achievement levels are awarded based on the student's ability to meet the criteria of each standard. A task sheet which describes the task, the audience, purpose and conditions will be given to each student. Each task will be accompanied by a marking guide which explains the textual and contextual features to be assessed.

ASSESSMENT TASKS ARE LISTED BELOW:

ENGLISH	ENGLISH EXTENSION
Written: • Analytical Exposition • Analytical Exposition (exam) • Written Imaginative (take home exam)	**Written:** • Analytical Exposition • Analytical Exposition (exam) • Written Imaginative (take home exam)
Spoken: • Spoken persuasive	**Spoken:** • Spoken persuasive

CONDITIONS

The conditions under which work is completed reflect increasing emphasis on controlled conditions, supervised writing and formal examinations in preparation for Senior Studies.

HOMEWORK AND STUDY EXPECTATIONS

Formal homework is often given. When this is not the case, students are expected to read as widely as possible and to be working on assignments.

ENRICHMENT ACTIVITIES

- English tutorials are held weekly.
- Debating and public speaking activities are supported by the Faculty.
- External writing and poetry competitions are supported by the Faculty.
- 'Book Week' activities and competitions are held to highlight the importance of reading and writing.

MATHEMATICS

COURSE AIM

Year 10 Mathematics education at Townsville Grammar aims to:

- Prepare students for Senior Mathematics in Year 11 in both IB and QCAA courses.
- Develop students' interest in and enjoyment of mathematics;
- Provide students with opportunities to increase their repertoire of mathematical language, concepts, processes and skills;
- Provide students with opportunities to explore and use mathematics in a variety of contexts and applications;
- Enable students to experience success with mathematics;
- Enable students to gain confidence in themselves through their ability to use mathematics;
- Support students in becoming independent learners through an appreciation and understanding of how they personally learn mathematical ideas;
- Encourage students to pursue personal excellence within mathematics;
- Develop students' ability to communicate mathematical ideas effectively;
- Help students to appreciate the importance of the role of technology with mathematics, and to become more confident in using it to learn and apply mathematics;
- Provide students with activities in mathematics that form appropriate conclusions to their junior secondary schooling and foundations for senior School mathematical studies;
- Help students to value their mathematical knowledge and to use it to become informed citizens capable of making sound decisions both in the world of work and their personal environments;
- Develop in students a better appreciation of mathematics as a major, dynamic field of human endeavour, one that has both its roots in many cultures and an important role in the development of contemporary society.

COURSE OUTLINE

Recommended Minimum Prerequisite Knowledge for Year 10 Mathematics courses:

YEAR 10 2023	YEAR 9 MATHEMATICS	YEAR 9 CORE MATHEMATICS
Mathematical Methods	≥ SA+	N/A
General Mathematics	≤ SA	All students

Two courses are offered to Year 10 students. They closely follow the senior curriculum.

General Mathematics will be offered to students who have completed Core Mathematics and also students who have struggled with the Mathematics course in Year 9. The General Mathematics course covers arithmetic, trigonometry, statistics, co-ordinate geometry and some basic algebra; it concentrates on mathematics in real life situations, practical problem solving and communicating mathematically. Students studying General Mathematics must have a scientific calculator. Students completing this course at a VHA or HA level will go on to study the QCAA General Mathematics course, whereas those achieving SA or below should study the QCAA Essential Mathematics Applied course. General Mathematics does not lead into courses in the IB Diploma.

Mathematical Methods will be offered to the Year 9 Mathematics students who have reached at least a high SA level in Year 9. The course covers advanced algebra, trigonometry, co-ordinate geometry and the study of functions as well as extension topics such as surds and logarithms. The emphasis will also be on mathematical applications. Students studying Mathematical Methods are required to have their own Casio fxCG50AU graphing calculator. Students completing this course at VHA or HA level will go on to study the QCAA Mathematical Methods course in senior years or Mathematics – Analysis and Approaches (SL or HL) in IB Diploma courses. Those students who achieve VHA in this course could also choose to study the QCAA Specialist Mathematics course in senior years.

GENERAL MATHEMATICS

- Statistics and Probability
- Area and Perimeter
- Volume and Surface Area
- Percentages
- Geometry
- Trigonometry
- Ratio and Proportion
- Pythagoras Theorem
- Algebra: Linear Relationships
- Consumer Maths: Simple and Compound Interest
- Introduction to Navigation

MATHEMATICAL METHODS

- Linear Functions I
- Solving Linear Equations
- Surds
- Index Laws
- Exponential Equations
- Exponential Growth and Decay
- Compound Interest
- Algebra – Expanding and Factorising Expressions
- Algebra of Quadratics I – Factorising
- Geometry Review
- Trigonometry Review
- Algebra of Quadratics II – Solving Quadratic Equations
- Linear Functions II and Simultaneous Solutions
- Parabolas - Sketching
- Reciprocal Variation and Algebraic Fractions
- Logarithms
- Polynomials – Remainder and Factor Theorems
- Solving Linear Equations
- Inequalities
- Sequences

COURSE ORGANISATION

Based on their results and the recommendation of teachers, Year 10 students will be grouped at the beginning of the year into two courses, namely General Mathematics and Mathematical Methods.

Mathematical Methods students will study material which is particularly appropriate for an introduction to the Mathematical Methods and Specialist Mathematics (QCAA), and IB Mathematics – Analysis and Approaches (SL or HL) courses in senior years.

The General Mathematics groups will therefore have extra time allocated to consolidate all aspects of the Mathematics course necessary for the QCAA General Mathematics and Essential Mathematics courses.

ASSESSMENT OUTLINE

Assessment will generally involve examinations each term. In General Mathematics exams are always Technology Active while Mathematical Methods exams are both Technology Active and Technology Free. Examinations will consist of a range of Simple Familiar, Complex Familiar and Complex Unfamiliar questions. In addition, all students have a Problem Solving and Modelling Task (PSMT), usually during Semester Two. These assessment formats will prepare students for the type and range of assessment items used in Years 11 and 12.

HOMEWORK AND STUDY EXPECTATIONS

All Year 10 students will be required to complete regular homework allocated by their teacher. As well, it is highly recommended that students summarise their course work on a regular basis (fortnightly) so that they are well prepared for examinations in Mathematics.

ACADEMIC STREAMING

In Year 10, students will be guided by their academic performance into one of the two courses offered. In this way mathematical streaming occurs that best caters for the particular aptitudes and career goals of each student.

ENRICHMENT ACTIVITIES

- Regular mathematics tutorial (usually weekly
- Australian Mathematics Competition
- QAMT Annual Year 10 Mathematics Camp
- Mathematics Challenge for Young Australians

SCIENCE

COURSE AIM

In today's world a knowledge of Science is essential. A study of Science can offer ways of understanding many of the issues confronting us, such as social, political and economic issues. Further, the study of Science equips us with skills and strategies that can be used throughout our life such as critical thinking, observing, communicating and researching.

The creation of new scientific knowledge involves careful, disciplined investigative and analytic work, often over long periods of time. But it also involves making bold leaps of imagination and intellect, wrestling with dilemmas, overcoming barriers, following hunches, making guesses, inventing meaning and taking risks. It is therefore important for all students at Townsville Grammar to study Science.

The Year 10 Science program has been designed to lead directly into the Senior IB and QCAA courses. There are two strands offered: Physical Sciences and Natural Sciences. Students will choose at least one of the Science subjects, with the option of taking both strands. Each strand will focus on different knowledge and skill sets. Physical Sciences will introduce students to the foundational knowledge and skills to study both Chemistry and Physics while Natural Sciences will introduce students to the study of both Biology and Agricultural Science in Senior studies.

N.B. Students will only be allowed to select Year 11 Physics and Chemistry in the IB and QCAA programs if they have studied Physical Sciences in Year 10.

COURSE OUTLINE

The Year 10 Science Program has been redesigned to prepare students for the QLD SATE system (ATAR) and the IB programme. The Year 10 Program has been designed with 6 major objectives:

1. To encourage a natural interest in Science;
2. To introduce students to the senior subjects of Biological Science, Agricultural Science (Natural Sciences), Chemistry and Physics (Physical Sciences);
3. To better equip students intending to study Senior Science with the basic skills necessary to succeed in these subjects;
4. To meet the academic needs of all students;
5. To foster and develop higher order thinking skills;
6. To encourage and emphasise practical and enquiry skills.

With these objectives in mind the following topics are studied in two Science strands:

COURSE ORGANISATION

PHYSICAL SCIENCES	NATURAL SCIENCES
Term 1: Introductory Chemistry • Periodic Table properties • Atomic Structure • Ionic Bonding • Covalent Bonding • Writing/Balancing chemical reactions • Predicting Products • Solubility	**Term 1: Cells as the Basis of Life** • Prokaryotic and Eukaryotic cells • Cell Membrane Structure • Cell Membrane Transport • Enzymes • Cell Processes: Osmosis and Diffusion • Microscope Skills
Term 2: Force and Motion • Linear Motion • Newton's Laws • Vectors • Measurement and Uncertainty • Equations of Motion • Energy	**Term 2: Science Behind the Yield** • Farming systems • Respiration and selective breeding • Soil fertility • Pest control and disease • Economics in agriculture
Term 3: Acids and Bases • Properties and pH • Acid Base Reactions • Rates of Reaction • The Mole Concept • Titration • Titration and Mole Calculations	**Term 3: Classification and Genetics** • Classification methods • Classification of Major Groups • Genetics: Inheritance • Geological Time
Term 4: Radiation and Nuclear Physics • Nuclear model and Stability • Spontaneous decay and half-life • Fission and Fusion • Energy	**Term 4: Space and Geological Processes** • Our place in the universe • Requirements for Life • Flow of Energy and Matter • Geological processes

Selection of these two separate strands will allow teachers in specialist Science subject areas to fully extend more able Science students while providing other students with a better opportunity to consolidate their understanding and knowledge.

ASSESSMENT OUTLINE

Students will be assessed using a number of instruments in order to prepare them for Year 11 and 12 Assessment in the Science subjects. These include data tests, examinations, experimental reports and research assignments. As part of the assessment techniques students will be involved in the comprehension and expansion of their in-class knowledge along with the integration of analytical practices and critical thinking skills which permit learners to think more deeply about their learned theories.

HOMEWORK AND STUDY EXPECTATIONS

Homework is set on a regular basis and is written in the students' diaries. Students should be sufficiently well organised to ensure all homework is completed on time and to a high standard. Typically, 1½ - 2 hours of study per week is required in Physical and Natural Sciences. Learning goals and task checklists are also provided to students to help them become autonomous and in control of their own learning, with a focus on metacognitive strategies to support learning.

ENRICHMENT ACTIVITIES

- Students undertake extended scientific activities which affords the opportunity for them to perform, understand and appreciate scientific skills, process and principles. Students are provided with challenging learning experiences to stimulate higher order thinking at a level appropriate for their understanding.
- Regular Science Tutorials (usually weekly).
- Natural Sciences excursion examining classification methods and taxonomic processes.
- Engagement with our Agricultural Co-Curricula Club
- International Mindnessess through examination of global issues (Chernobyl disaster)
- All students may participate in the ICAS Science Competition (optional).

ELECTIVES

GUIDELINES FOR SELECTING ELECTIVES

STUDENTS STUDY THREE (3) ELECTIVES

APPLIED TECHNOLOGY

COURSE AIM

The Year 10 Applied Technology course builds on Middle School Design and Technology, preparing students for a future shaped by technology and practical problem-solving. With a focus on Furnishing Skills and Industrial graphics Skills, students engage in hands-on manufacturing tasks that reflect real industry practices. They develop and apply safe production techniques, interpret technical drawings, and use tools, machinery, and CADD software. Through individual and collaborative projects, students enhance their literacy, numeracy, and 21st-century skills while meeting customer expectations, cost, quality, and timelines. The course equips students with transferable skills for future employment in the furnishing industry and encourages creativity, communication, planning and evaluation throughout the production process.

RATIONALE FOR SELECTING THIS SUBJECT

The Year 10 Applied Technology course is designed to provide a solid foundation for those students who may choose to further their interest in the area of Furnishing Skills in their senior years. Applied Technology is not a prerequisite for this course. The course of study would be of interest to those students who enjoy working in a practical workshop environment. Students who are interested in pursuing vocational studies would benefit from this course.

COURSE OUTLINE

Applied Technology explores the practices and production processes of the manufacturing and furnishing industries through hands-on, trade-based learning experiences. Students apply industry practices used by furnishing enterprises to manage the transformation of raw materials into finished products. They also develop and refine production skills and procedures necessary to produce high-quality items that meet specific customer expectations for quality, cost, and delivery time.

The course is shaped by local needs, available resources, and teacher expertise, allowing flexibility in project design and delivery. Students engage in both individual and collaborative tasks that reflect real-world scenarios, encouraging problem-solving, teamwork, and responsibility.

Computer-Aided Design (CAD) software is embedded throughout the course and is essential for interpreting and producing technical drawings. A strong emphasis is also placed on safe workplace practices and the development of high-quality hand skills.

The Design and Technology Faculty is well-equipped with tools, materials, and facilities aligned with current furnishing industry standards, providing students with an authentic and engaging learning environment.

ASSESSMENT OUTLINE

In Applied Technology, students will complete assessments that integrate both practical and reflective components, aligned with current industry standards. They will manufacture a functional product using a variety of materials and apply a range of production skills and procedures commonly used in the furnishing industry. Safe and efficient workplace practices will be embedded throughout the project.

In addition to the practical task, students will produce a multimodal response—up to 3 minutes in duration and supported by 6 A4 pages. This response requires students to reflect on the industry practices, production skills, and procedures applied during the manufacturing process, demonstrating their understanding of how these contribute to achieving a high-quality final product.

HOMEWORK AND STUDY EXPECTATIONS

Although a great deal of assessment is practically oriented, students may be required to complete some safety and evaluation tasks at home.

BUSINESS STUDIES

COURSE AIM

This elective aims to provide students with a basic understanding of economic, accounting and legal systems. Whilst this course is not a pre-requisite, it would provide useful background for future studies in Accounting, Economics, Legal Studies and/or Business Management (IB). The course also provides students with valuable life skills in the areas of both personal and business financial management and record keeping, investment in the share market, and how our legal and economic systems function.

RATIONALE FOR SELECTING THIS SUBJECT

Business, in one form or another, affects everyone's life. Over 95% of all businesses in Australia are classified as small businesses and it is expected that most new jobs will be created in the small business sector. Employers, especially those involved with small businesses, prefer to employ people with knowledge of how such businesses operate. To satisfy the needs of business employers effectively, young people entering the workforce will be more valuable if they possess enterprising attributes and background knowledge of management techniques. Completion of this course will empower students to participate more effectively and responsibly in a changing business environment.

COURSE OUTLINE

The elective is organized into four distinct units.

1. **Introduction to Economics**
   In this unit, students investigate a range of factors that influence individual, financial and economic decision-making. They will learn about economic indicators and examine the government's management of the economy to improve economic growth and living standards. They will investigate the cause-and-effect relationship of this government intervention and how the business sector is impacted by the outcome. This unit offers students an introductory overview of the topics addressed in Senior Economics.
2. **Accounting for Business**
   This unit introduces students to financial record keeping practices of small businesses. The students will learn the process of single-entry cash books, the completion and presentation of Income Statement and Balance Sheets and will investigate the use of analysis of reports in decision making for a business. Microsoft's Excel spreadsheets will be an integral part of this course. Students are introduced to concepts underlying the study of Accounting.
3. **Law in the Business Environment**
   This unit introduces students to Australia's legal system. The process of making laws, basic aspects of criminal and civil law, rights and responsibilities in the workplace and the law within the business environment will be investigated. This course provides a good introduction to Legal Studies.
4. **Fundamentals of Business Management**
   This unit examines small business structures and methods of operation. Students will consider why it is important for the success of the business to continue to focus on workforce efficiency and productivity, and what processes different companies utilize to achieve this. This unit of work provides an introduction to some core concepts covered in the Business Management (IB) course.

ASSESSMENT OUTLINE

Knowledge and understanding, interpretation and analysis, synthesis and evaluation are assessed throughout the year using a range of instruments. These will include short-answer response to stimulus and practical tests, as well as, research assignments.

HOMEWORK AND STUDY EXPECTATIONS

Students will be expected to do regular homework consisting of either set work or study of work covered during the school day. Assignment work will also need homework time to complete.

DANCE

COURSE AIM

Dance, as a subject, is a specialised study of dance exploring dance contexts (frame through which the dance is viewed e.g. historical, cultural, political, environmental, personal) genres, (broad category of dance eg. Ballet or hip-hop) and styles (specific category within a genre).

RATIONALE FOR SELECTING THIS SUBJECT

- Dance encourages a holistic individual.
- It engages mind, body and spirit and provides opportunities for the development of physical, expressive, "critical, imaginative, appreciative and perceptive abilities" (Bannon and Sanderson, 2000).
- Students' self-confidence and the necessary social skills to work effectively, individually, and in teams are developed within the study of Dance.
- Creative and problem-solving abilities are fostered through research, synthesis and communication of concepts, images, themes and feelings.
- Students develop insights about the world in which they live and promote an understanding of their own culture as well as sensitivity to other cultures.

COURSE OUTLINE

- Learning to explore the language of movement from a range of angles;
- It differs from outside School recreational dance classes and TGS Dance Troupe (heavily performance based learning);
- You do not need to be at a professional dance level – however having dance experience is highly recommended;
- Study a range of contexts, genres and styles of dance including Jazz, Popular Culture, Musical Theatre, World Dance Styles, the foundation of all dance: Ballet. There will be a heavy focus on contemporary dance (core);
- Explore through practical and theoretical activities and assessments the foundations of dance, history, safe dance practice, performance skills, composition of dance and production of dance;
- It will be compulsory to attend at least one organised Dance North performance which is a unique sensory learning experience and an enjoyable aspect of the program.

ASSESSMENT OUTLINE

Theoretical and practical assessments including:

- **Performance Tasks:**
  Through performance, students gain understandings of technical competencies and expressive skills within a particular genre/style.
- **Choreographic Tasks:**
  Through choreography, students explore, manipulate, integrate and structure movement to reflect an intent which may be to create meaning, express personal or social issues, tell stories and entertain.
- **Appreciation Tasks:**
  By reflecting on, responding to, and evaluating various dance genres and styles, students develop an awareness of how and why dance reflects the contexts in which it is created.

HOMEWORK AND STUDY EXPECTATIONS

Dance is predominately a practical subject however formal homework will be given and is generally concentrated to two weeks before the assessment task. The majority of practical work will be completed in class time. Students must demonstrate a sense of discipline and commitment, as performance assessments in Dance involve rehearsal both inside and outside of classroom hours to achieve polish.

DESIGN TECHNOLOGY

COURSE AIM

The Year 10 Design and Technology course aims to develop students' ability to solve real-world problems using creative, critical, and sustainable design thinking. Students explore how technology can improve everyday life through hands-on projects focused on products, services, and environments. The course builds students' confidence in designing solutions using a range of materials and technologies, encouraging innovation, enterprise, and collaboration. It prepares students for further study or vocational pathways by promoting ethical and sustainable approaches to design challenges in local and global contexts.

RATIONALE FOR SELECTING THIS SUBJECT

This subject provides a solid foundation for students interested in senior Design, or vocational pathways. It appeals to students who enjoy solving problems creatively, designing with purpose, and working both independently and collaboratively. With a focus on sustainable living, students explore technologies across multiple contexts including, engineering, fibre, and materials. It supports career exploration in design-related fields such as architecture, industrial design, and technology-based trades, while fostering enterprise skills and innovative thinking required in a technology-driven future.

COURSE OUTLINE

Students engage in four or more design challenges based on one or more technologies contexts: engineering principles, food and fibre production, food specialisations, and materials and technologies specialisations. They investigate real-world needs, develop ideas through iterative design, and apply safe, efficient production techniques. Projects involve planning, prototyping, using digital and manual tools, and producing visual representations including CAD and technical drawings. Students explore sustainability, ethics, and the future impact of design, using data and feedback to refine their ideas. They work independently and collaboratively to develop and evaluate solutions relevant to individuals, communities, and industries.

ASSESSMENT OUTLINE

Assessments are based on the following:

Assessment includes a variety of tasks that measure students' knowledge, design thinking, production skills, and reflective practices. Students complete:

- **Design Projects:**
  Documenting the design process, including research, ideation, prototyping, and evaluation.
- **Practical Tasks:**
  Safe and skilled manufacture of designed solutions using suitable tools and materials.

HOMEWORK AND STUDY EXPECTATIONS

Although a great deal of assessment is practically oriented, students are required to complete related design folios in class and for homework.

DIGITAL TECHNOLOGIES

COURSE AIM

Personal access to computers and electronic information networks is increasing and becoming an important aspect of life in our society. This rapid proliferation of computers as a medium for providing and communicating information has made the ability to use Digital Technologies a vitally important skill.

Students will be encouraged to develop the knowledge, skills, processes and attitudes that are required for effective participation in the community as responsible users of information technology. They will be expected to develop self-reliance, personal responsibility, self-management, the ability to work as a member of a team and the ability to think critically and constructively about situations and practices involving computer and associated technologies.

RATIONALE FOR SELECTING THIS SUBJECT

This subject will suit students who want to be in control of computer technology and use it to accomplish their own ends in new and exciting ways. Studying Digital Technologies will empower students and foster the ability to meet challenges with a sense of confidence.

Students may choose to terminate any further study in this area after Year 10. In this case, the Year 10 course will have contributed in a significant way to students' general education and it will have served as a support subject for study in other subjects. Students intending to study Digital Solutions in Years 11 and 12 will be familiar with the demands of that subject and will be better able to determine if the emphasis on software development in Digital Solutions, rather than just the use of software applications, is what they really want to do.

A wide variety of careers and employment opportunities would use the Digital Technologies skills and processes to varying degrees. It will enhance opportunities to gain employment and advancement in almost all workplaces.

COURSE OUTLINE

Since Digital Technologies changes so rapidly, the specific knowledge, processes and skills associated with working with this subject will not be software or system specific and should assist students in developing an attitude of adaptability to change. Within this framework, students will develop their ability to use a variety of languages, common and not so common software applications and hardware technology. Students will be given the opportunity to develop the skills needed to participate in creative work, practical problem solving and communication through a variety of media. Students will not only acquire and apply knowledge associated with Digital Technologies; they will also develop skills in analysis, synthesis, evaluation and effective communication.

Topics covered in Year 10 include:

- Web Design using HTML, CSS and PHP
- Relational Databases and SQL
- Robotic Programming using Python
- IOT (Internet of Things) using Arduino
- JavaScript Game Design

ASSESSMENT OUTLINE

Students will be expected to complete a range of assessment tasks during the year including objective tests (short answer and multiple choice questions) and larger projects where the students will follow a systems lifecycle approach to analyse, design, develop and evaluate solutions for a range of problems. In all of the project tasks, there will be a degree of choice and not all students will complete exactly the same tasks. This allows students to choose tasks best suited to their individual interests and abilities. All tasks will be based on real life scenarios.

HOMEWORK AND STUDY EXPECTATIONS

Students will be expected to complete one and a half hours of homework a week. If students require extra time on a computer, arrangements will be made for after-hours access of School computer facilities.

DRAMA

COURSE AIM

Drama fosters essential 21st century skills by engaging students in the art of performance and storytelling. Through acting, students develop a deeper psychological understanding of human behaviour—both real and imagined—as they explore characters' motives, reactions, and emotional journeys.

This dynamic and relevant subject nurtures empathy, critical thinking, and creativity, making it highly transferable to real-life contexts. Whether in client-focused careers or personal relationships, Drama equips students with invaluable tools for communication, collaboration, and emotional intelligence.

By building self-awareness, discipline, and confidence, Drama empowers students to express themselves with clarity and conviction—preparing them for success both on and off the stage.

RATIONALE FOR SELECTING THIS SUBJECT

Drama is ideal for students who enjoy active, hands-on learning and collaboration. It caters to diverse learning styles by combining physical movement, vocal training, and creative expression—there are no desks in Drama, only dynamic engagement. Students develop focus through mindfulness and meditation techniques, refine their vocal presence, and learn to communicate with clarity and emotion. Through acting, improvising, directing, and problem-solving, Drama builds essential life skills, enhances social confidence, and strengthens language skills. This subject complements many areas of study and prepares students for client-based professions that require exceptional communication, emotional intelligence, and adaptability—whether adopting a calm, reassuring presence or projecting energetic enthusiasm.

COURSE OUTLINE

UNIT OVERVIEW – YEAR 10 DRAMA

TITLE: "SECRETS, SACRIFICE AND SURVIVAL"

In this unit, students will explore dramatic storytelling inspired by historical and fictional moments of resistance, espionage, and revolution. Through improvisation, scripted drama, and musical theatre, students will examine how artists convey high-stakes situations and complex characters to provoke empathy, tension, and reflection.

Students will explore:

- Acting and singing as expressive tools to portray the everyday lives, struggles, and emotional journeys of characters from Les Misérables, highlighting social and political tension through music and performance.
- Creating suspense on stage and screen, using timing, space, and atmosphere to keep audiences engaged and emotionally invested.
- Improvisation and role creation through interrogations and character-building activities aboard the Trans-Siberian Express, crafting dynamic, believable roles in a high-stakes spy scenario.
- Re-enactment and historical storytelling, drawing from real-world accounts such as Colditz Castle escapes and revolutionary moments, to build powerful, ensemble-based scenes.
- Analysing symbolism and stagecraft to understand how design elements (lighting, props, sound, gesture) contribute to mood, tension, and thematic meaning.

UNIT 2 "POWER IN THE SHADOWS"

EXPLORING THE UNSEEN FORCES THAT SHAPE HISTORY, AMBITION, AND IDENTITY ON STAGE

In this unit, students investigate how female characters and marginalised voices exert power, influence, and agency within historical and fictional revolutions. Drawing on Shakespeare's Macbeth and Miranda's Hamilton, students will examine the theatrical portrayal of ambition, manipulation, guilt, and resilience through different forms and styles. They will refine their expressive and performance skills using physical and vocal techniques drawn from Viewpoints, Laban efforts, hip-hop theatre, and First Nations performance conventions.

Students will explore:

- Representations of female power through close analysis and performance of Macbeth Act 5, Scene 1, and the witches' scenes, examining how directors and actors manipulate movement, time, place, and contrast to create dramatic meaning
- Physical storytelling techniques inspired by Viewpoints and Laban efforts, experimenting with shape, gesture, and tempo to explore ambition, madness, and fate.
- The reimagining of history in Hamilton, investigating how Lin-Manuel Miranda uses hip-hop, spoken word, and ensemble staging to represent revolution and amplify historically silenced voices.

- Theatrical storytelling from First Nations perspectives, drawing parallels between Hamilton and Aboriginal and Torres Strait Islander dramatists' use of rhythm, oral storytelling, and collective voice.
- Devising original performance work, inspired by characters from Macbeth, Hamilton, and First Nations theatre, students will create scenes that give voice to the unseen or unheard, exploring the emotional and social power of rhythm, repetition, silence, and symbolism.

UNIT 3 UNIT TITLE: "THE SEEING PLACE: TELLING TRUTH THROUGH TRAGEDY"

Inspired by the origins of theatre as a place where communities gather to witness truth, justice, and humanity laid bare.

In this unit, students return to the roots of Western theatre in Ancient Greece, exploring how tragedy was used not simply to entertain but to reveal uncomfortable truths about society, power, and human nature. Centered on Euripides' Medea, students will analyse, reinterpret, and reimagine the role of women, the chorus, and fate in tragedy—then use these elements to create their own contemporary adaptation. Students will also explore the power of individual voice and oratory, culminating in a speech designed to move, provoke, or inspire.

Students will explore:

- Discover personal inspiration and purpose, crafting and delivering a speech to inspire an audience, drawing on classical rhetorical structure and emotional truth.
- Investigate the form and conventions Theatre, including chorus, unities, masks, and heightened gesture, to understand how tragedy was used as a cultural mirror.
- Examine the role of women in classical tragedy, focusing on Medea as both a symbol of injustice and an agent of defiance, questioning how female characters were written and received.
- Experiment with chorus work, stylised movement, and spatial composition to generate powerful ensemble performance, using traditional forms to explore contemporary ideas.
- Reframe and adapt a scene from Medea to develop an original performance piece that speaks to a modern audience. Students will define a clear dramatic intention—whether to empower, educate, or entertain—and use their understanding of theatrical conventions to bring that purpose to life.

UNIT TITLE: "SOULS ON FIRE: THE HUMAN SOUL NEEDS BEAUTY, NOT BREAD"

Inspired by D.H. Lawrence's words, this unit explores the power of theatre to uncover truth, ignite empathy, and bear witness to injustice.

In this unit, students delve into Arthur Miller's The Crucible, a dramatic response to political persecution and social hysteria. Through the lens of realism, students will explore the tragic fallout of fear, power, and accusation in both historical and contemporary settings. From inventing courtroom scenes around real figures like Sarah Osborne, to performing with emotional truth and psychological depth, students will develop both performance skills and critical insight into the enduring relevance of theatre as a space for truth-telling.

Students will:

- Investigate the Salem Witch Trials by devising and performing a historically inspired trial of Sarah Osborne, one of the first women accused of witchcraft. Students will explore character motives, period setting, and the manipulation of status and tension in courtroom drama.
- Develop realistic characterisations through deep role analysis of key characters from The Crucible, applying Stanislavski's system to create layered, believable performances that reflect inner conflict and social pressure.
- Contrast contemporary plays and staging techniques, examining how modern playwrights and directors use style, form, and theatrical conventions to reframe similar themes—such as hysteria, injustice, or moral courage—for today's audiences.
- Reflect on theatre as a mirror to society, discussing The Crucible's links to McCarthyism and its relevance to modern political or social climates—considering how performance can empower audiences to question, empathise, and act.

YEAR 10 DRAMA – ASSESSMENT OUTLINE AND MARKING CRITERIA (V9)

STRAND 1: MAKING (PERFORMING, DEVISING, APPLYING SKILLS)

1. **Performance Skills (Voice, Movement, Characterisation)**
   - Uses voice and movement expressively to develop believable and sustained characters
   - Demonstrates control and variation in tone, pitch, pace, gesture, and space
   - Applies appropriate form, style, and performance conventions
2. **Application of Dramatic Elements and Conventions**
   - Effectively manipulates elements of drama (e.g., tension, contrast, mood, place/time)
   - Integrates conventions and staging techniques (e.g., Stanislavski, Greek Chorus, Hip-Hop, etc.)
   - Demonstrates understanding of dramatic structure and performance intent
3. **Collaboration and Devising**
   - Works constructively with others in rehearsal and performance
   - Makes purposeful decisions during group work and responds to feedback
   - Contributes original ideas to shaping dramatic meaning

STRAND 2: RESPONDING (ANALYSING, EVALUATING, REFLECTING)

4. **Analysis of Dramatic Meaning and Audience Impact**
   - Interprets how performance elements are used to create dramatic meaning
   - Explains the intention behind choices made in performance or staging
   - Reflects on how performances influence audience understanding or emotional response
5. **Understanding of Style, Context, and Cultural Perspectives**
   - Describes how different drama styles (e.g., realism, Greek tragedy, musical theatre) influence storytelling
   - Identifies and analyses how drama reflects historical, political, or cultural contexts
   - Compares cultural and stylistic approaches (e.g., First Nations theatre vs. Western canonical texts)

GEOGRAPHY

COURSE AIM

Geography is the study of people and their connections with places. The way people interact with places is dynamic, and these interactions have consequences for sustainability and management. Students will engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical issues and their effects on people, places, and the environment. Students investigate places in Australia and across the globe to observe and measure spatial, environmental, and cultural factors.

The course is aligned with the Australian Geography Curriculum. The content is organised into two strands, Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and are taught in an integrated manner.

The key inquiry questions for Year 10 are articulated below.

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do worldviews influence decisions on how to manage environmental and social change?

COURSE OUTLINE

TERM 1: ENVIRONMENTAL CHANGE AND MANAGEMENT

Students will investigate the differing perspectives and actions of groups towards the sustainability of the environment. Traditional environmental management practices of indigenous populations will be investigated along with contemporary environmental issues. On an international level, the focus will be on the management of climate change whilst at a regional/ national level the students will have the freedom to choose a topic of interest from a wide range of choices.

TERM 2: GEOGRAPHIES OF HUMAN WELLBEING

Students explore the differences in well-being within and between developed and developing nations. Global trends, reasons for differences, inter-relationships and consequences will be investigated.

TERM 3: COASTAL PROCESSES

Through an investigation of coastal environments, including national and international case studies, a field excursion to Rowes Bay and visits from guest speakers, students will gather data to solve the mystery of the disappearing sand at Rowes Bay and evaluate the alternative solutions to the problem.

TERM 4: CONFLICT AND WELLBEING

Inequity, resources pressure, and cultural/religious/ ideological differences have contributed to conflict and human suffering across the globe. Students will investigate the human rights and social issues associated with conflict; including child soldiers, land mines, displaced persons and refugees. The contribution and importance of international organisations and aid agencies towards conflict resolution and enhancing the well-being of victims will be examined.

COURSE ORGANISATION

The course will be organised into the above units. The environments studied within these units will be based on the teacher's expertise and changing community priorities or global issues.

ASSESSMENT OUTLINE

Assessment will consist of short-response tests on knowledge and responses to stimuli, a field report, and research inquiries.

HOMEWORK AND STUDY EXPECTATIONS

It is expected that students will complete set tasks, often from the set textbook, and sufficient time should be devoted to the preparation of field reports and independent research inquiries.

ENRICHMENT ACTIVITIES

Field work and the application of digital technologies, such as Google maps, will be incorporated into studies to allow students to have the opportunity to extend their understanding of geographical models and skills. Students may also participate in the National Geographic Australian Geography Competition.

HISTORY

COURSE AIM

The Year 10 History course aims to expose students to key ideas, events and developments that have moulded their world. They will acquire knowledge, concepts and skills which will help underpin constructive citizenship in the 21st century world. Students will enhance skills they will need in various areas of the Year 11 and 12 curriculum.

History remembers the past, explains the present and gives hope and interpretations for our future.

COURSE OUTLINE

The course is designed to allow students to interact with content from both Ancient and Modern History. There are four depth studies completed throughout the year. The course will include the following units:

- **World War II**
  - In this unit, students will unpack the causes of World War II, follow the course of the War exploring major events and consider the effects that it had in shaping Australia and the modern world. Students will also explore Australia's involvement in the conflict across various theatres of war during this period.
- **Ancient Egypt – The Sun Kings**
  - In this Ancient History unit, students consider how the 'Sun Kings', Pharaohs of the 18th Dynasty, shaped the society, culture, and politics of New Kingdom Egypt and, in turn, impacted human history. There is a particular focus on Akhenaten, called by some the heretic pharaoh, and his monotheistic revolution and how it shaped art and the society of the time.
- **Power Clashes in History: The Punic Wars and Cold War (Cuban Missile Crisis)**
  - In this first of two historically blended topics, students learn about the nature of existential threat posed by conflict between superpowers of their times. Students will examine the Punic Wars, especially the Second Punic War, of the Roman era and compare it to the Cuban Missile Crisis of the mid-Twentieth Century. Both crises threatened the existence of the respective peoples of their periods and much can be learned from them in navigating the 21st Century.
- **Personalities in History: Augustus Caesar and Adolf Hitler**
  - In this final unit of Year 10, students will have the opportunity to examine the importance of the individual in history and how certain personas and personality types can rise to power and influence their times, not always positively. Students will also be encouraged to compare the rises and rules of Augustus and Hitler to more contemporary leaders both through a structured reflection and also through choosing their own personality to research and present an essay.

COURSE ORGANISATION

These units will be spread over two semesters and will be studied according to the Historical Inquiry Process.

ASSESSMENT OUTLINES

Assessment will consist of the following tasks over two semesters:

- A Short Response Examination
- An Independent Source Investigation
- An Essay Response to Historical Research
- An Essay Response to Historical Sources

HOMEWORK AND STUDY EXPECTATIONS

It is expected that student homework will involve working with sources, wide reading, and preparation of Research Folios.

HOSPITALITY

COURSE AIM

This subject is only available for students who are seeking an alternate pathway (other than tertiary education – not undertaking an ATAR or IB Pathway) beyond their Senior studies.

Hospitality aims to introduce students to a range of employment opportunities in the hospitality industry. A broad overview of the industry will be given particularly concentrating on the food production and service sectors. Practical work including cookery will be undertaken weekly.

Studying Hospitality develops attitudes and skills useful not only in hospitality but other areas of employment and life.

Although not a pre-requisite for Year 11 Hospitality Practices, the subject will provide students with an understanding of the expectations of the senior subject. Some work will be able to be credited towards core competencies (Vocational Education component only). Hospitality as a senior subject can contribute towards an ATAR score as an Applied subject.

COURSE OUTLINE

TOPIC 1 – INTRODUCING HOSPITALITY

- Introduction to the Hospitality Industry
- Food Production - the Kitchen/Knife Skills
- Workplace Health and Safety
- Resumés/Letters of Application

TOPIC 2 – FOCUS ON SUSTAINABILITY

- Sustainability and the Food Industry
- Food and Beverage Service
- Occupational Hygiene

TOPIC 3 – MULTICULTURAL AND FESTIVE

- Food Presentation and Service
- Cultural Foods
- Menu Planning

TOPIC 4 – HOSPITALITY SERVICE

- Accommodation
- Food/Hospitality Industry

ASSESSMENT OUTLINE

Each semester will involve the following assessment

1. On-going practical performance
2. Practical planning task
3. Theoretical test
4. Written assignment

HOMEWORK AND STUDY EXPECTATIONS

Included in the program are some excursions to Hospitality Industry venues as well as gaining experience from a range of Guest Speakers from the Hospitality Industry.

MODERN LANGUAGES *(FRENCH, JAPANESE)*

COURSE AIM

Modern Language courses at all levels focus on the communicative function of the language in a cultural context. Effective participation in the course at Year 10 level offers students the potential to:

- Enhance their level of literacy
- Enhance their general cognitive development, memory skills and problem-solving skills
- Familiarise themselves further with many different genres/text types
- Extend their understanding and appreciation of their own language and culture as well as their target language and culture with a diversity of linguistic and cultural perspectives
- Acquire knowledge, skills and strategies to communicate in the target language with a native speaker at a basic level
- Develop culturally sensitive attitudes toward people of other cultures

RATIONALE FOR SELECTING THIS SUBJECT

WHOM WILL IT SUIT?

Any student who enjoys the study of their chosen language and its culture, having already studied their language up to the end of Year 9.

WHAT IS THE SUBJECT USEFUL FOR IN YEARS 11 AND 12?

Throughout Years 10, 11 and 12, students are exposed to a wide variety of learning opportunities that are communicative in nature, cater to various learning styles and encourage and promote a vast array of skills: improving memory, improving academic performance and improving students' first language. Themes and topics included in the course reflect realistic life opportunities and current social issues.

WHAT JOB OPPORTUNITIES DOES IT OFFER?

Modern Languages offer terrific employment opportunities in our rapidly changing, globalised world. Each year advances in international communications technology result in an ever-increasing demand for people with information technology skills and a knowledge of foreign languages and cultures.

Knowledge of a foreign language provides a competitive edge in career choices in today's and tomorrow's world in service industries, the publishing and entertainment industries, corporate offices with international branches, medicine, law, business, journalism, teaching and general government work.

COURSE OUTLINE

Students in Year 10 are able to study one Modern Language, either French or Japanese.

The Year 10 course of study is developed around the following general themes:

- Leisure and Recreation
- Personal and Community Life
- The International World,
- The Built World
- The Imaginary World.

More specifically, students will engage in and develop their language skills further around the following topics:

- Shopping
- Music and popular culture
- Hobbies, interests and healthy lifestyles
- Technology
- The environment
- My home and neighbourhood
- School
- Travel
- Part-time jobs
- Future aspirations
- Social and World Issues
- Hosting a student from the target country

By the end of Year 10, students will have covered the basic language items and functions required to allow them to progress quickly through the first stage of the senior course of study.

ASSESSMENT OUTLINE

Year 10 students undertake assessment in a combination of the four macro-skills each term: Listening, Speaking, Reading and Writing. Students will both respond to and create a variety of texts. Assessment instruments reflect real-life situations and are designed to reflect the content taught. A variety of tasks are used to allow all learners to demonstrate the skills they have developed.

HOMEWORK AND STUDY EXPECTATIONS

The study of foreign languages is both skills based and academic. For foreign-language learners to optimise their effectiveness and to achieve successful outcomes in their studies, it is essential to:

- Work independently
- Be willing to practise
- Be willing to communicate as much as possible in the target language
- Apply a consistent approach to homework and revision
- Apply a healthy level of commitment and dedication to their studies

ENRICHMENT ACTIVITIES

Weekly tutorials are offered for language extension and/or support. Education Perfect is provided as an additional online learning tool to supplement students' learning in all 4 macro skills: Listening, Reading, Speaking and Writing.

Students may be offered the opportunity to be further engaged in enrichment activities such as:

- The Alliance Française Schools' French Competition
- The Townsville French Speech Competition
- The Townsville and District Annual Japanese Speaking Competition
- The Biennial Educational Language and Cultural Study Tour to France/ Japan
- Visiting a restaurant/ experiencing cuisine.

MUSIC

COURSE AIM

Music is an integral part of life for all cultures. The study of music develops creativity, which goes hand in hand with fostering self-discipline, concentration, listening skills and fine-motor skills. It will assist students develop important interpersonal skills as well as a sense of responsibility and teamwork and lead to an informed awareness of the world at large. Other benefits may include improved language and mathematical abilities, development of analytical skills and enhanced self-esteem. Job opportunities directly related to music education are many and varied.

Music in Year 10 is designed to enable students to be literate and functioning musicians, who are capable of contributing with confidence to a music ensemble, whether vocal or instrumental. Prior study of music is not a prerequisite to this course however it is recommended. Students who have completed a significant amount of music study on a musical instrument already, will find that this course will complement and extend their existing knowledge.

The course aims to assist students in the following areas of music:

- Musicology – using visual and/or aural analysis skills to determine musical relationships within the pieces they study.
- Composing music – music notation, composition techniques, and music technology.
- Performing – performing both vocally and instrumentally.

COURSE OUTLINE

SEMESTER ONE – MUSIC OF THE CLASSICAL PERIOD AND MUSIC FOR FILM

Composition – students will compose and improvise in styles related to the topics. These compositions will be composed using computer composition software.

Performance – includes musicianship and aural skill activities, vocal and instrumental improvisation and performing.

Musicology – aurally and visually analyse music related to styles being studied.

SEMESTER TWO – MUSIC OF THE 20TH AND 21ST CENTURY AND MUSIC OF VARIOUS CULTURES

Composition – students will compose music related to the topics.

Performance – includes musicianship and aural skill activities, vocal and instrumental improvisation, performing and recording of compositions, and vocal and instrumental arrangements of various genres of 20th and 21st century music.

Musicology – aurally and visually analyse music related to styles being studied.

ASSESSMENT OUTLINE

Students are assessed each semester in performance, composition and analysis

	TERM 1	TERM 2	TERM 3	TERM 4
Topics	Music of the Classical Period	Music for Film	Music of Australia and around the world	Music of the 19th, 20th and 21st Centuries
Assessment	Performance	Exam: Musicology (Classical and Film) Composition (Film)	Composition	Integrated Project: Performance and Composition

HOMEWORK AND STUDY EXPECTATIONS

The Music Faculty strongly supports those students who contribute to their own development and who actively participate in the learning through regular completion of aural and visual, musicianship, and composition tasks.

ENRICHMENT ACTIVITIES

- Use of Music technology and special workshops with visiting professionals
- Grammar Singers, Bands, Orchestra, and other large Ensembles
- A range of small ensembles depending on skills of students
- Concert program involving School and community events
- Attendance at performances at various venues

PHILOSOPHY

COURSE AIM

The Year 10 Philosophy course aims to provide students with the opportunity to engage with some of the powerful ideas which have shaped the way humans view and understand the world and themselves. Students will acquire knowledge, concepts and skills in the fields of philosophical argument and analysis which they will then be required to apply to contemporary issues.

Students will develop and enhance thinking processes they will need in various areas of the Year 11 and 12 curriculum. Philosophy will also provide students who might be considering studying for the International Baccalaureate Diploma, a basic introduction to key ideas from the interdisciplinary subject, Theory of Knowledge.

COURSE OUTLINE

The course will be clearly divided into two semesters of study with 3 distinct units per semester:

SEMESTER 1: 'I THINK THEREFORE I AM'- EXISTENCE, KNOWLEDGE AND REASONING (THE MATRIX FACTOR)

- Mind, Body and Reality
- Ways of Knowing: knowledge, truth and belief
- Introduction to Logic and Reasoning

SEMESTER 2: 'WHAT IS RIGHT?'- ETHICS AND PHILOSOPHICAL INVESTIGATION

- Ethics and ethical dilemmas presented in modern life
- The philosophy of politics- rights and responsibilities
- Applied Reasoning

COURSE ORGANISATION

The units will be spread over two semesters with each unit running for approximately 6 weeks. All units will be studied according to an inquiry process with a focus on developing complex reasoning skills.

ASSESSMENT OUTLINE

Assessment will consist of the following tasks over two semesters:

- A process exam
- A Moodle Short answer test
- A short answer/paragraph test
- A researched oral presentation
- A researched essay
- An extended response/essay test

HOMEWORK AND STUDY EXPECTATIONS

It would be expected that students would complete approximately a half hour of homework each evening on days which they have Philosophy lessons. Students would also be expected to develop a good general knowledge of contemporary social issues to be able to engage in philosophical investigations in Semester Two. This could be facilitated by regular reading of newspapers and periodicals.

ENRICHMENT ACTIVITIES

Students will be further engaged with their learning through in-class debates, excursions and simulation activities.

PHYSICAL EDUCATION

COURSE AIM

The aim of Year 10 Physical Education is to prepare and provide the basis for students to enter the senior subject of Physical Education in Years 11 and 12. Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

RATIONALE FOR SELECTING THIS SUBJECT

The Physical Education learning area reflects the dynamic and multi-dimensional nature of the health and fitness industry. The program recognises the significance of physical activity in the lives of individuals and groups in contemporary Australian society. This provides a sound basis for the development of physically educated citizens who have an understanding and appropriate attitude towards good health and lifestyle.

Physical Education at the Year 10 level will suit students who are interested in the human body and sport science. It will also be an important transition year for those students who would like to prepare for the type of written and physical learning experiences to be encountered in the Senior Physical Education subject. The program reflects the organisation and content areas of Senior Physical Education.

Students who undertake studies in Physical Education will find the content matter and attitudes appropriate grounding for a very wide range of future job opportunities. ACHPER recently reported that the Sports and Recreation Industry is currently one of Australia's largest employment areas. A small sample of jobs include: Aerobics Instructor, Chiropractor, Exercise Scientist, Gym Instructor, Human Movements Consultant, Occupational Therapist, PE Teacher, Physiotherapist, Sports Coach, Sports person, Sports Psychologist, Sports Scientist, Sports Trainer.

COURSE OUTLINE

Students will be involved in four physical activities that will form the basis of the course learning.

Activities include:

PRACTICAL ELEMENTS	THEORETICAL ELEMENTS
Netball Track and Field Touch Table Tennis	Tactical Awareness Functional Anatomy Exercise Physiology Ethics and Integrity in Sport

ASSESSMENT OUTLINE

In preparation for Senior PE, students will be assessed using modes that mirror the assessment requirements and standards of Senior Physical Education. Students will complete an exam, report and folio tasks, which will contribute a majority of a student's Level of Achievement. Students will also be assessed on their performance across the four practical elements of the subject.

HOMEWORK AND STUDY EXPECTATIONS

Students should aim for two 45 minute study sessions per week to cover all areas effectively. These sessions should cover set homework, review of current and past work, and completion of assignments.

VISUAL ART

COURSE AIM

In this course, students are encouraged to explore and express their ideas both individually and in groups. They will:

- Develop creative ideas and visual concepts through planning and problem-solving
- Learn and apply a range of art techniques, materials, and technologies
- Think critically and creatively using art language, theories, and aesthetics
- Explore and respect the diverse cultures, histories, and traditions of artists and designers
- Build confidence and imagination while enjoying the process of making and communicating through art.

RATIONALE FOR SELECTING THIS SUBJECT

Year 10 Visual Art offers students the opportunity to explore and develop their creativity, imagination, and problem-solving skills through hands-on artmaking. The course encourages students to:

- Approach tasks from multiple perspectives
- Embrace experimentation and innovation
- Develop and refine ideas through the creative process
- Interpret signs, codes and discourses of culture

Students work with a range of media, materials, and techniques, building both technical skills and artistic confidence. Through their art practice, they also develop valuable personal qualities such as perseverance, accountability, resilience, and time-management.

This subject provides a strong foundation for students intending to study Visual Art in Years 11 and 12, while also offering a personally rewarding experience and transferable skills relevant to many future pathways.

CAREERS IN VISUAL ART

Studying Visual Art at school can lead to a wide range of exciting and creative career pathways. Whether working in design, digital media, or therapeutic settings, art students develop skills that are highly valued across many industries.

- Possible career options include:
- Architect
- Film and Television
- Fashion or Costume Designer
- Set Designer
- Web or App Designer
- Software Interface Designer
- Graphic Designer
- Digital Illustrator
- Curator
- Video Producer
- Photographer
- Animator / Animation Artist
- Game Designer
- Art Therapist
- Professional Artist

Visual Art builds creative thinking, communication, visual literacy, and problem-solving skills, making it a valuable subject for a wide variety of future careers—even those beyond the traditional art world.

COURSE OUTLINE

The subject is aligned with the Australian Curriculum and influenced by QCAA General Visual Art Senior Syllabus.

By the end of Year 10, students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/ or experience. They evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning. Students evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity. They draw on inspiration from multiple sources to generate and develop ideas for artworks. Students document and reflect on their own visual arts practice. They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/ or communicate ideas, perspectives and/or meaning. Students curate and present exhibitions of their own and others' artworks and visual arts practice to engage audiences.

ASSESSMENT OUTLINE

	SEMESTER 1		SEMESTER 2	
Unit	My Place	Cross Currents	Narrative Vessels	Still Life Vanitas
Outline	Students explore their connection to place through representations of local landmarks in an experimental folio of 2D, 3D and time-based art works.	Students explore how artists use and manipulate printmaking techniques, visual language, and appropriation to explore contemporary concerns.	Students explore how artists use and manipulate clay hand building and surface techniques to explore themes of identity.	Students explore how artists manipulate materials and objects to express symbolic meaning in still life oil paintings.
Concept	• Drawing • Painting • Ceramics • Photography • Digital manipulation • Personal Context • Contemporary Context	• Australian Identity • Formal Context • Cultural Context • Contemporary Context • Elements and Principles of Art • Appropriation • Printmaking Techniques • Symbolism	• Identity • Personal Context • Formal Context • Contemporary Context • Elements and Principles of Art • Hand building Techniques	• Still Life • Symbolism • Formal Context • Contemporary Context • Elements and Principles of Art • Observational Drawing • Painting techniques • Composition
Media	Drawing, Painting, Digital Art, Photography, Ceramics	Relief Printmaking	Hand Built Ceramic Vessels	Photography, Drawing, Oil Painting
Assessment	Experimental making and responding folio Written reflection	Making and responding folio Visual Diary Comparative Exam	Making and responding folio Visual Diary Focus statement	Making and responding folio Visual Diary Artist Statement

ASSESSMENT

Students are assessed according to the following criteria:

- Exploring and responding
- Developing practices and skills
- Creating and Making
- Presenting and performing

Assessment items include:

- Folios
- Research pages
- Artist statements
- Focus statements
- Exams
- Visual Diaries that document research, development, and reflection of tasks.

HOMEWORK AND STUDY EXPECTATIONS

Visual Art is mostly a practical subject and therefore tends to generate less homework. However, students are expected to research and develop their ideas outside of class time.

When written tasks are set, class time is provided; however, the majority of the assessment will be completed for homework.

ENRICHMENT ACTIVITIES

The Art department actively enriches students' learning by organising excursions and inviting guests from the local creative community. These experiences expose students to diverse artistic stimuli through gallery visits, artist talks, and hands-on workshops.

Throughout the year, the department promotes and coordinates a variety of art competitions, exhibitions, and displays, encouraging students to showcase their creativity beyond the classroom. Support is available to all students through regular class time, lunchtime tutorials, and the co-curricular Art Club.

LITERACY SUPPORT

COURSE AIM

The aim of Literacy Support is to provide additional assistance to students in their educational development. Students may experience literacy difficulties for a variety of reasons. This subject is for students who may experience barriers in their learning due to either an imputed learning difficulty or a diagnosed disability or impairment.

The Literacy Support program is designed to run parallel to the core curriculum areas across the school, whilst embedding a strong literacy focus to develop confident communicators, critical and imaginative thinkers and engage participants in society. In addition, some students will be supported in core curriculum areas by a Teacher Aide.

Literacy Support strives to:

- Provide students with a nurturing and supportive environment that fosters the individual educational needs of students with learning difficulties and disabilities
- Understand, interpret and create texts
- Develop foundational skills in literacy
- Build knowledge of text structures and language features
- Develop critical and contextual understanding
- Apply literacy across learning areas
- Provide additional support and assistance with assignments and exams
- Foster and enhance student wellbeing, social and emotional development

COURSE OUTLINE

Students will achieve their personal best by working in individual and small group situations, specifically designed to meet their educational needs. Students will participate in a variety of learning experiences to increase their knowledge, understanding and application of the following areas:

- Reading and comprehension skills
- Written expression and spelling skills
- Research skills
- Spoken language skills
- Thinking skills
- Organisation
- Study skills

In this subject, students will also receive support primarily with their English coursework through additional learning activities and scaffolding of assessment work. Students may also receive additional assistance with assignments in other subject areas as needed, and support during examinations.

Some students in this subject may require adjustments to teaching and learning strategies to access a particular core curriculum. For a small number of students who have an ICP, this may also include modified learning and assessment programs, and intensive teacher-aide support.

COURSE ORGANISATION AND ELIGIBILITY

At Townsville Grammar School, the Literacy Support program is delivered across Years 7, 8, 9 and 10.

In Year 10, Literacy Support is offered as an elective subject. However, as a prerequisite for entry into the Year 10 program, students must have undertaken Literacy Support in Years 8 and/or 9. The Head of Educational Support will review and consult with parents and students to determine whether a student may benefit from continuing the program in Year 10. Consultation with the Director of Curriculum will occur in this circumstance.

ASSESSMENT

This is a non-assessed subject. Students are reported on individual performance, organisation, following teacher directives and instructions for learning, work ethic, and willingness to engage in learning.

HOMEWORK AND STUDY EXPECTATIONS

As Literacy Support is designed to enhance core curriculum areas, homework is not assigned in this subject. In addition to the support provided within the school environment, it is imperative that students are educationally supported within the home environment. Communication between Head of Faculty – Educational Support and parents is highly encouraged.

RESOURCES

- DIBLES Reading Assessment
- Metacognitive strategies for reading comprehension
- Cambridge Connecting English textbook Year 8-10 (required for English)
- Wide range of reading resources
- Variety of audio-visual, technological equipment and online applications
- Class novels

CONSULTATION

Prior to choosing this subject, parents are requested to initially consult with the Head of Faculty - Educational Support and/or the Director of Curriculum regarding the individual student's learning support needs.

GUIDE TO SUBJECT SELECTION & CAREER DEVELOPMENT

CAREERS@TGS.QLD.EDU.AU

CHOOSING YEAR 10 SUBJECTS

There are many important decisions students have to make while at school. Some of the most important are concerned with the choice of subjects to take in Year 10, and later the selection of subjects for Year 11 and 12. These are important decisions since they may affect career plans post-schooling. Course selections can also directly affect success at school.

OVERALL PLAN

As an overall plan, it is suggested that students choose subjects:

- They enjoy
- In which they have already had some success
- Which will help them achieve their chosen career goals, or at least keep career options open and that will develop skills, knowledge and values useful throughout life

This may sound difficult, but if students approach the task calmly, follow the guidelines provided, and ask for help, they should come up with a list of subjects that meets their needs.

GUIDELINES

KEEP YOUR OPTIONS OPEN

Many students in Year 9 have thought about their future, however, are still uncertain about courses or occupations they would like to follow after they have finished School. It is wise, therefore, when looking at subject choices, to keep your options open. This means choosing a selection of subjects that makes it possible for students to continue thinking about career choices before making more definite choices as they approach the end of Year 10.

All pre-requisite subjects for university are covered in the core subjects for Year 10: English, English Extension, General Mathematics, Mathematical Methods and Physical Sciences.

These subjects provide excellent foundation skills not only for future careers but also for a students' life. Students will then be able to choose from a range of electives that are designed to develop their interests and practical skills.

TO FIND OUT ABOUT YOUR SUBJECTS:

- Read the subject descriptions in the subject handbook
- Ask Curriculum Leaders and teachers about particular subjects
- Look at books and materials used by students in the subjects
- Listen carefully at class talks and subject selection nights
- Talk to students who are already studying the subjects

When investigating a subject to see if it is suitable, find out about the content (ie. what topics are covered in the subject) and how the subject is taught and assessed.

For example: does the subject mainly involve learning from a textbook; are there any field trips, practical work, or experiments; how much assessment is based on examinations compared to assignments, theory compared to practical work, written compared to oral work?

Remember too, that the choice of subjects now may affect your choice later in Years 11 and 12. For example:

- It will be difficult in the future to take Mathematical Methods, Specialist Mathematics or IB Mathematics without a strong background in Year 10 Mathematical Methods.
- Chemistry and Physics will be much easier if good results are obtained in Year 10 Mathematical Methods and Physical Sciences.
- Modern Languages in the senior years almost always requires previous study up to and including Year 10.

MAKE A DECISION ABOUT A COMBINATION OF SUBJECTS THAT SUITS YOU

You are an individual, and your particular needs and requirements in subject selection may be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- Someone told you that you will like or dislike it
- Your friends are or are not taking it
- You like or dislike the teacher
- "All the boys or girls take that subject" (all subjects have equal value for males and females)

Be honest about your abilities and realistic with your occupational aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved very difficult even after you have put in your best effort. Similarly, if your career aims require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the necessary level or results in those subjects?

BE PREPARED TO ASK FOR HELP

If a student needs more help, then ask for it. Talk to parents, teachers, the Careers Advisor and the Director of Curriculum. Make use of the School subject selection program. Look at the resources suggested in this article.

THINK ABOUT CAREER OPTIONS

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in Year 10. Our School has a program to help you with career exploration. Talk to the Careers Advisor and check the following sources of information on subjects, courses and careers:

- Australia's Career Information System Service myfuture, at:
  www.myfuture.edu.au
- Other career information such as brochures from industry groups which show the various pathways to jobs in these industries.
  www.yourcareer.gov.au
- The QTAC Guide – for occupations requiring university study or study in fulltime TAFE diploma and advance diploma course.
  www.qtac.edu.au

WEBSITES

These resources will help you research and learn about different jobs:

- Townsville Grammar School Careers website:
  townsvillegrammarSchoolcareers.com
- Job Outlook:
  labourmarketinsights.gov.au
- Career targets:
  townsvillegrammarSchoolcareers.com/forstudents/career-targets
- The MyQCE website for information on Senior Subjects in Year 11 and 12:
  myqce.qcaa.qld.edu.au

SUBJECTS AVAILABLE IN YEARS 11 – 12

AS PROPOSED FOR 2026

QUEENSLAND CURRICULUM & ASSESSMENT AUTHORITY (QCAA)

GENERAL SUBJECTS

Accounting
Agricultural Science
Ancient History Biology
Chemistry
Chinese (online through CSDE)
Dance
Design
Digital Solutions
Drama
Economics English
French
General Mathematics Geography
JJapanese
Legal Studies Literature
Mathematical Methods Modern History
Music
Music Extension (Composition)
Music Extension (Musicology)
Music Extension (Performance)
Physical Education Physics
Specialist Mathematics Visual Art

APPLIED SUBJECTS

Essential English
Essential Mathematics
Furnishing Skills
Hospitality Practices

INTERNATIONAL BACCALAUREATE DIPLOMA (IB) PROGRAMME

Group 1
English A: Language and Literature (SL or HL)

Group 2
French (SL)
Japanese (SL)
Spanish Ab Initio (SL)

Group 3
Business Management (SL or HL)
Psychology (SL or HL)

Group 4
Biology (SL or HL)
Chemistry (SL or HL)
Physics (SL & HL)

Group 5
Mathematics: Analysis and Approaches (SL or HL)

Group 6
Music (SL or HL)
Theatre Arts (SL or HL)
Visual Arts (SL or HL)
Or additional Group 4 subject

Core
Theory of Knowledge/ Extended Essay/ Creativity, Activity & Service

TOWNSVILLE GRAMMAR SCHOOL

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NORTH SHORE

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